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ABSTRACT

In 1986, the College of Education at Northern Illinois University formed a planning committee to examine the role of the college in preparing teachers for increasing global responsibilities and to determine what planning was needed to develop or expand that role. The overall objectives were to internationalize the teacher education curricula and develop an inventory of promising practices promoting international understanding and awareness in teacher education. The seven activities to be internationalized are administrative leadership, curriculum development, faculty development, student awareness, resources, service, and research. Guidelines for each of the activity areas are presented in the form of a principle followed by an interpretation of its potential contribution to international education and a series of questions. Recommendations sent to the College of Education and its Dean after review and consideration of the guidelines by faculty are listed. (MT)

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INTERNATIONALIZING TEACHER EDUCATION:

THE NORTHERN ILLINOIS UNIVERSITY PLAN

REPORT TO THE INTERNATIONAL COUNCIL ON EDUCATION FOR TEACHING WORLD CONFERENCE. EINDHOVEN, THE NETHERLANDS, JULY 1987

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Abstract

Internationalizing Teacher Education:
The Northern Illinois University College of Education Plan

This proposed session for the 1987 ICET World Assembly suggests a two-part program consisting of a 12 minute slide/tape presentation on "Internationalizing Teacher Education" at Northern Illinois University and a verbal summary of the Education Plan. This summary will highlight important sections of the report entitled: INTERNATIONALIZING TEACHER EDUCATION: THE NORTHERN ILLINOIS UNIVERSITY PLAN. This report is the paper that is submitted for possible inclusion in the published proceedings of the World Assembly.

This report is an examination of the evolution of a concerted effort to internationalize seven academic activities of the College of Education, Northern Illinois University, DeKalb, Illinois beginning in the Spring of 1986. The overall objective of this endeavor has been two-fold: 1) to "internationalize the teacher education preparation curricula" and 2) to "develop an inventory of promising practices that are exemplary efforts to promote an international understanding and awareness on the preparation of teachers."

These goals were initially recommended for Schools, Colleges and Departments of Education (SCDE) in the rationale statement of a report entitled: Guidelines for International Teacher Education submitted to the Board of Directors of the American Association of Colleges for Teacher Education at the annual meeting of that group in February and March of 1986 by the International Council on Education for teaching (ICET) at the National Council on Foreign Language and International Studies (NCFLIS).

In the Spring of 1986, a group of select members of the College of Education - Northern Illinois University formed to organize a Planning Committee to examine the role of the college in preparing teachers for increasing global teaching responsibilities and to determine what if anything should be planned to development or expand that role. After the initial establishment of charges for action and ambitious intentions for real and effective movement toward creating an organization that could bring about change in the college, the committee accepted the recommended but still temporary guidelines set down in the ICET/NCFLIS Guidelines for International Teacher Education.

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While the guidelines are very general in orientation and are still in the developmental stages awaiting validation and revision in the second stage of a three year project, it was determined that NIU could use these statements of direction to explore plans of action for internationalizing the teacher preparation curricula. It was also felt that NIU would be taking a very robust part in the evaluation of the guidelines as we began to implement the courses of action.

The guidelines are comprised of seven sections corresponding to the following activity areas:

- o Administrative Leadership
- o Curriculum Development
- o Faculty Development
- o Student Awareness
- o Resources
- o Service
- o Research

Each element of the guidelines consists of a principle, an interpretation of its potential contribution to international education, and a series of questions (AAATC Report, 1986, p. 1).

The College of Education International Planning Committee adopted the guidelines and stated its affirmation of intention with the following interpretations:

1. International education is a fundamental part of general and professional studies. It is the preparation for social, political, and economic realities that humans experience in a culturally diverse and competitive, interdependent world.

2. The faculty are a major determinant of the substance and quality of general, professional, and graduate studies and engage in research to develop a global knowledge base. The College should recruit and support faculty whose teaching, research, and service will enhance the international dimension in its programs.

3. Students should be provided with the opportunity to develop attitudes, skills, and knowledge that are consistent with the realities of the modern world and that prepare them for careers in education.

4. The College should provide the personnel, materials, curricular, and organizational resources to support the infusion of the international dimension in its programs.

5. The College of Education should have an on-going commitment to provide service to local school districts, community agencies, and businesses in the area of international education.

6. The College should be committed to adding an international dimension to its research function and to using international and comparative research in its curriculum and faculty development activities.

Thus the six-part set of guidelines became the keystone of the Final Report and Recommendations, of the College of Education International Planning Committee the implementation of which is currently under way this academic year 1986/87. The additional programs recommended in the Final Report are to a large extent extensions of these guidelines.

Close examination of statements associated with the six sections of the guidelines yielded more concrete details for planning college action. The committee considered the supportive information for each guideline section. The first guideline focused on Administrative Leadership.

The School, College or Department of Education (SCDE) and its governance structure are committed to internationalization of the campus and the curriculum.

Commitment means a deliberate and considered mandate and plan to incorporate an international dimension in the institution's programs and activities. This commitment is essential to the establishment of institutional priorities, the assignment of resources and personnel, and the evaluation of progress.

Administrators, for example, can advocate, negotiate, and exert

leadership to institute change in campus organization and academic programs if they officially identify their office with international objectives and personally support departmental, faculty, and student activities.

Administrators can create the environment for change using their influence and broad communications network. They are regarded, furthermore, as leaders of higher education in their community and state. Their expertise is sought, and their ideas carry significant weight with educational policy makers in the legislatures and governing boards.

The second guideline was concerned with Curriculum Development.

International education is a fundamental part of general and professional studies. It is the preparation for social, political, and economic realities that humans experience in a culturally diverse and competitive, interdependent world.

The curriculum should enable individuals to develop competencies and sensitivities for perceiving, believing, evaluating, and behaving within the complex human and ecological interactions that characterize the globe. All academic disciplines and professional studies draw their substance from a global knowledge base. They provide students with concepts, skills, and values by which they can understand the significance and impact of global events and make rational decisions about the conduct of their private and civic lives and enable them to participate intelligently and responsibly in the democratic foreign policy process.

The curriculum should provide students with:

1. a recognition or awareness that one's view of the world is not universally shared and that others' views of the world are profoundly different from one's own;

2. an awareness of prevailing world conditions and developments, including emergent conditions and trends (e.g., population growth, migrations, economic conditions, resources and physical environments, political developments, science and technology, law, health, intra-nation conflicts);

3. an awareness of how the world's systems are interdependent and how local economic and social patterns have global impact beyond their effect on individuals' lives;

4. an understanding of how developments in other countries may be relevant to one's profession or business;

5. a knowledge of various social movements that have created and are creating goals and values that transcend national cultures and ideologies; and

6. a knowledge of ethical questions and issues that derive from an increased capacity to sense, predict, and manipulate global conditions.

Guideline three related to Faculty Development

The faculty are a major determinant of the substance and quality of general, professional, and graduate studies and engage in research to develop a global knowledge base. The SCDE recruits and supports faculty whose teaching, research, and service will enhance the international dimension in its programs.

Redirecting or enhancing an SCDE's international dimension relies on faculty for the development of courses, departmental offerings, professional programs, evaluation of student progress, and off-campus international activities. Collaboration among faculty and cooperation with the administration are also necessary to give the overall academic program an international dimension. Participation, collaboration, and cooperation are thus incorporated in institutional planning and practice.

The fourth guideline was centered on Student Awareness

Students are provided with the opportunity to develop attitudes, skills, and knowledge that are consistent with the realities of the modern world and that prepare them for careers in education.

In an institution committed to internationalizing the campus and curriculum, course offerings, experiential programs, counseling, extracurricular activities, and individual study ensure that students; knowledge about the political, social, and economic issues of the world, and their attitudes toward diverse and common interests, are consistent with global realities.

Guideline five concerned Resources

The SCDE provides the personnel, materials, curricular, and organizational resources to support the infusion of the international dimension in its programs.

Resources are the sum total of the institution's capacity to supply the essential ingredients for educating students for an interdependent world. The resources for international education represent a systematic way of integrating human talent, scientifically derived knowledge, technology, and educational methodology to aid students in developing necessary skills, knowledge, and attitudes.

A plan to internationalize the Teacher Education Program would include an initial inventory and assessment of existing resources and the identification of steps to acquire and integrate additional resources. Such a process provides decision makers and faculty with information of the status quo, and reveals those aspects and functions which require enrichment and/or redeployment.

Such a self-study express the SCDE's commitment to internationalization and identifies strengths and weaknesses. A systematic, periodic inventory may also serve as part of a regular evaluation process to assess institutional achievement and accountability. Moreover, a resource inventory, as a part of an overall plan for the future, provides a basis for funding requirements to

acquire program, personnel, and material resources.

Service was considered in guideline six

Schools, Colleges, and Departments of Education have an on-going commitment to provide service to local school districts, community agencies, and businesses in the area of international education.

Schools, Colleges, and Departments of Education have a long history of providing assistance in curriculum development, professional development activities, research activities, and child development activities to local schools and communities. This service function should be expanded to include development of awareness of the international dimension.

The final guideline had to do with Research

The SCDE is committed to adding an international dimension to its research function and to using international and comparative research in its curriculum and faculty development activities.

While these narratives were helpful in sharpening the college committee's thinking on plans of action on the guidelines, it was some of the specific questions that responded to the issues raised and included with the statements, that provided the impetus for the specific outlines and actions that eventually emerged. The questions were to the point and prompted discussion and the interplay of ideas that germinated the seeds of commitment and action. It is evident in examining the questions why they generated the action responses. Consider, the following sample questions that derived from the guideline statements, and consider their important challenges:

"Does the college/university take steps to reward faculty members who participate in international activities (salary, travel, released time, promotions, etc.)?"

"Are SCDE faculty and students provided with easy access to accurate and timely information about study abroad and work abroad programs?

"Are there long-range planning systems and evaluation procedures in place to assist the SCDE in measuring whether it is meeting its present and future commitment to the international dimension of its teacher education programs?"

"Has the SCDE developed a process to ascertain the international knowledge that students bring to the campus and a process to enrich the teacher education program and the campus community?"

"Does the SCDE cooperate with intrainstitutional agencies to recruit, retain, and educate foreign students with a view to encouraging diversity within the student body and interaction between foreign and American students?"

"Do SCDE faculty in the professional education sequence utilize foreign students as guest lecturers or resource persons on comparative education topics?"

"Are faculty members encouraged to review their courses in order to ensure the incorporation of an international dimension?"

"Are faculty involved in interdisciplinary courses, activities, or programs which emphasize the international dimension?"

"Do faculty members seek to deepen their own international awareness and understanding and strengthen their international expertise by seeking opportunities off campus in the form of fellowships, travel grants, and institutes?"

"Does the SCDE support formal study of other cultures and/or international issues by faculty members by providing financial assistance, tuition remission or other incentives?"

"Has the SCDE made an assessment of current resources that describes its commitment to having an international dimension to its teacher education program?"

"Does the SCDE have a designated person to coordinate, administer, and promote the international dimension of its teacher education programs?"

"Does the SCDE commit resources to promote student interest and involvement in international education?"

"Are the library and other instructional material centers adequately equipped to support the international dimension of the teacher education programs?"

"Are students in teacher education programs provided the opportunity to study, work, or live in an international setting?"

"Do students have the opportunity to student teach in a foreign country?"

"Are the services of experts, students, and visitors, both American and foreign, utilized to enrich curricular and extracurricular offerings?"

"Do education faculty infuse their courses with a global dimension, engage in comparative approaches in their teaching and research, and/or and develop interdisciplinary offerings that address topical world issues?"

"Does the curriculum include the contributions made by other multicultures to American society?"

"Does the administration specifically allocate resources to support international education activities (e.g., establishment of a central coordinating office for international education)?"

"Do the SCDE leaders seek to develop opportunities for or provide increased intrainstitutional cooperation to enable faculty and students to participate in international programs?"

"Does the SCDE encourage and/or provide support for faculty involved in research on subjects that have a global perspective?"

"Have criteria been established to evaluate the international content of introductory or core courses in professional education?"

"Does the SCDE provide programs to assist faculty in developing teaching materials and methods for the infusion of the international dimension in their programs?"

"Does the SCDE keep a current list of faculty who have expertise in the international dimension?"

"Does the SCDE maintain an active list of public and private institutions and organizations that are supportive of funding and promoting international education-related projects?"

"Are faculty members publishing articles and research findings that have an international focus?"

"Does the institution and the SCDE provide for a systematic analysis and review of the international content in general and professional education?"

"Are students encouraged to view the international dimension as an important part of their undergraduate education?"

As a result of the systematic review and consideration of the guidelines and related questions and several questionnaires to faculty members of the college, the committee established the following comprehensive set of recommendations and sent them to the college at large and to the Dean of the College.

A. The College of Education (COE) should adopt the Guidelines for International Teacher Education as recommended by ICET and NCFLIS.

B. The COE should increase faculty development opportunities related to international education.

These activities should be designed to help faculty develop a global perspective, increase language fluency, engage in international sabbaticals, obtain membership in international organizations, pursue international grants, host foreign visitors, visit educational institutions in other countries, conduct international research, sponsor international meetings, etc.

C. The COE faculty should internationalize the College of Education curriculum. Examples of activities which may help to accomplish this objective might include; encouraging faculty to develop a global perspective, where appropriate, in courses to help students see the international implications of each course, encouraging the use of foreign resource people, where deemed appropriate by the course instructor, and expanding "international" holdings in the library and learning center.

D. The COE should recruit significantly more undergraduate and graduate students from foreign countries and insure the availability of high quality programs for such students. The COE currently has only six undergraduate and 30 graduate foreign students enrolled in its programs. This constitutes only 3.5% of all NIU foreign students. The COE should consider setting a goal to increase its foreign student enrollment to at least 50 undergraduate and 100 graduate students by 1990.

E. The COE should review its current courses and programs to insure that foreign students are well served by the College. A preliminary survey indicates that the COE now offers many courses which are particularly suitable for foreign students (LEFE 201, LESE 301, LDEP 313, LESE 501, LEAC 502, CIOE 520, LEFE 530, LEFE 540, LEIT 551, LEIT 552, CIRE 613, LEFE 630, LEAC 660, LECE 665, etc.); however, other new courses and programs may well be needed to serve an expanding population of foreign students.

It is further recommended that the COE, in cooperation with other appropriate NIU offices, develop a program of better services for foreign students. These services might include a new foreign student orientation, assigning a faculty "mentor" to each foreign student, periodic seminars for all foreign students, allowing more flexibility in programs to accommodate the unique needs of foreign students, establishing a foreign student advisory committee, scheduling social events for foreign students, etc.

F. The COE should vigorously pursue grants and contracts dealing with international activity. This goal would be facilitated by: working closely with other NIU offices, colleges and departments; by developing a larger talent pool of faculty interested in responding to RFP's; providing the necessary logistical support and release time necessary to generate high quality proposals; adopting, as a goal, the submission of several international proposals each year; and by rewarding faculty for pursuing international grants.

G. The COE should increase opportunities for undergraduate and graduate students to participate in foreign study programs.

- by expanding our current foreign student teaching options in England, Costa Rica, and Australia. (Approximately 300 students and 10 faculty have participated in these student teaching programs and have rated their experiences overseas as very valuable in their academic and professional development.)

- by better informing our own students of the foreign student teaching option earlier in their academic career.

- by collaborating with other colleges and universities to collectively work towards providing expanded foreign programs for students.

- by expanding the summer foreign study programs that have been offered in past years by the COE in cooperation with the International and Special Programs Division. Examples of areas which seem to hold potential for foreign study programs expansion include physical education, early childhood education, education for the handicapped, school

administration, counselor education, gifted education, an instructional technology.

- by increasing the number and scope of international internship opportunities offered on an independent basis.

H. The COE should sponsor an annual series of international seminars, several examples of which might be as follows:

- seminar for COE faculty by Ms. Anna Ochoa, Social Studies Development Center, Indiana University, Bloomington, Indiana (Topic: Internationalizing Teacher Education and Indiana's 3-year Funded Project - Goals, Program, and Achievements).

- seminar by the Australian Consulate-General in Chicago on "Education in Australia."

- seminar by a representative from the Japan Information Service of the Japan Consulate-General in Chicago relating to "Education in Japan."

- NIU faculty who have expertise relating to other geographical areas of the world, such as the USSR, Thailand, Africa, and South Africa to provide "brown bag lunchtime seminars" relating to their specific areas of expertise.

- a two-day workshop for teacher education faculty across the University on ways and means of integrating international education into the teacher education curriculum. The leader of the workshop might come from off-campus and be a recognized authority in internationalizing teacher education.

I. The COE should sponsor an annual International Fair

- each fall during the celebration of United Nations Week in October.

- the intention is to involve committee members, administrators, faculty members and students in the planning and implementation of activities designed to promote better understanding of international events.

- hopefully, students would be allowed to participate in the week-long program in lieu of classes, indicating that the College of Education truly supports internationalizing its curriculum.

J. The COE should develop and maintain an international education resource collection as a part of the Learning Center.

- purchase appropriate media materials related to international education.

- subscribe to appropriate international publications.

- publish periodical listing of this international collection.

- encourage and help faculty to develop international instructional materials.

K. The COE should continue to develop and publish a variety of excellent printed materials regarding international activity.

- new brochures for promoting an international perspective in the College of Education.

- a faculty brochure which describes opportunities for NIU faculty to become involved in international education. "By becoming more involved in world education, you can expand your own personal and professional posture in international teaching or training, while exchanging information and expertise with educators abroad."

- a new student brochure which seeks to attract College of Education students to select some international experience while at NIU. "By participating in this international program, you can be part of the global village."

L. The COE should establish a permanent NIU College of Education International Planning Committee.

- to help the college develop and carry out its global mission.

- to serve as a college forum for the discussion of international topics.

M. The COE should establish an "Office of International Programs" and assign a well qualified person to a part-time position entitled "College of Education Coordinator of International Activity" beginning in the Fall of 1986.

- set aside specific fund (preferably between $10,000-$20,000) to be used to support and expand international activity within the college each year.

- establish a permanent College of Education International Committee.

- work closely with the NIU International Programs Office.

- help departments and faculty participate in international activity.

- provide leadership within the COE related to international activity, examples of which might be as follows:

  1. Conduct a needs assessment and a measurement of commitment for international activities among the College faculty. Include an attractive awareness sheet of what's going on in the faculty now.

  2. Ask the College to provide space in the College newsletter to regularly update faculty on opportunities on campus to increase their awareness and knowledge in the international arena. This information might include international visitors coming to campus, colloquia on international concerns, visiting scholar's luncheons, and international student activities which pertain.

3. Work with Department Chairs to encourage international interest and activities. Ask for permission to attend a departmental meeting to discuss the needs for each faculty to internationalize their curriculum. Offer to provide technical assistance.

4. Offer neighboring school systems assistance from our faculty in helping them to work with students from other cultures. Perhaps seek funding from ISBE to provide financial assistance.

5. Notify the Grants office that the College of Education is searching for grant opportunities in the international arena. Provide a contact person who will receive and disburse the information based on the needs analysis.

6. Provide opportunities to have an international student live in a faculty member's house or be a part of the adopt a student program.

7. Develop and distribute a directory of all present international activities now being carried out by the COE faculty.

8. Organize an annual International week; classes might be released for special activities; a fair might be developed.

9. Obtain a workshop presenter who will assist faculty in further internationalizing our curriculum in the Spring of 1987.

10. Identify conferences within the USA which have an international educational focus. Place dedicated funds in each department to sending one faculty member a year to that conference. Those selected would present their experiences at the College Faculty Meeting.

11. Work to help release one professor one class per semester to work on international projects. Awards might be made based on the specified activities which the individual indicates he/she would accomplish.

12. Provide some small grants $200-500 during the Summer for professors without a full assignment to develop bibliographies or to do some circumscribed activity on International Education which would benefit the College.

13. Develop a systematic program which provides for international experience out of the country for all faculty who desire such professional development.

The International Planning Committee made every attempt to draw up plans based on or suggested by the ICET/NCFLIS Guidelines and appended sets of questions, deleting some that were not feasible given the mission or resources of the college and adding some that were provoked by examination of existing activities or ideas related to internationalizing the teacher preparation curriculum. In sum, the Final Report and Recommendations represent an ambitious yet viable plan of action for the college. Whether all or most of the points of the plan can be accomplished in the next few years remains to be seen. Commitments and effort by all faculty and administrative staff of the

college are imperative to the fulfillment of these objectives. The International Planning Committee has been energetic and visionary in its organization of ideas and recommendations. Now it asks all interested parties to follow this lead.

The degree of confidence is high that the college faculty and its leadership will carry out the charges set forth in this plan of action to internationalize the College of Education for the institution has stated on the strongest possible terms the following convictions:

1. The NIU College of Education has profited greatly from its past involvement in international activity;

2. All educators can profit from an international perspective;

3. COE students and faculty can enhance their education through international experiences;

4. Our College of Education possesses the potential for greatly expanding its global mission;

5. The COE has the potential for obtaining grants and contracts to carry on international activity;

6. Our COE has the potential for establishing an excellent international reputation;

7. Our nation's potential for economic success is greatly enhanced by international understanding and a global perspective; and

8. The potential for peace is enhanced by world understanding.

References

Guidelines for International Teacher Education. International Council on Education for Teaching and the National Council on Foreign Language and International Studies. Submitted to the Board of Directors of the American Association of Colleges for Teacher Education, at the Annual Meeting in Chicago, Illinois, 1986.

Final Report and Recommendations, the NIU College of Education International Planning Committee, August 1, 1986.